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ABSTRACT

Linking schools and social services has become a national and international movement. This linking usually involves making a wide variety of services available to all family members, community development, cooperation among services, and systemwide change. This book provides a framework for discussing this issue. It examines the values behind linking social services and schools, and the role of interpersonal ties. Part 1 includes two chapters on cross-national perspectives: (1) "The Norwegian Case: Child-Centered Policy in Action (Unni Hagen, Felisa Tibbitts); and (2) "Discovering Shared Values: Ecological Models to Support Interagency Collaboration" (Hanne B. Mawhinney). Part 2 includes chapters 3 through 8 on state and local perspectives: (3) "The Politics of Policy Making for Children" (Julia E. Koppich); (4) "State Full-Service School Initiatives: New Notions of Policy Development" (Patricia F. First, and others); (5) "Professional and Institutional Perspectives on Interagency Collaboration" (Douglas E. Mitchell, Linda D. Scott); (6) "Resource Issues: A Case Study from New Orleans" (James R. Garvin, Alma H. Young); (7) "Using Public Policy to Impact Local Practice, Can It Work?" (Jacqueline A. Stefkovich, Gloria J. Guba); and (8) "Implementing Collaborative Services: New Challenges for Practitioners and Experts in Reform" (Stephanie Kadel, Dorothy Routh). Part 3 examines the role of universities: (9) "University-Based Preparation for Collaborative Interprofessional Practice" (Michael S. Knapp, and others). Part 4 offers lessons from the field: (10) "California's State Partnership for School-Linked Services" (William A. White); and (11) "On the Cutting Edge: Family Resource/Youth Service Centers in Kentucky" (Charles J. Russo, Jane Clark Lindle). References are included at the end of each chapter. (JPT)

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